

INTERNATIONAL MOBILITY AND FRIENDSHIP RELATIONSHIPS: DO THEY CONTRIBUTE TO THE DEVELOPMENT OF A SENSE OF GLOBAL CITIZENSHIP?

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The growing changes that have taken place globally over the last decades have revealed how humanity is strongly interconnected and how responsible actions and cooperation between “citizens of the world” are needed to face emerging challenges. The principal aim of this study was to test a model of a process leading from international friendship relationships and mobility experiences through awareness about global issues and interdependency to a sense of global citizenship. Sense of global citizenship has been conceptualized as encompassing identification as a global citizen, sense of global community, and sense of global social responsibility. Data were collected from a sample of 216 Italian students through a self-report questionnaire. Results showed that international friendship relationships (but not international mobility experiences) were associated with global awareness. In turn, global awareness was related to global citizenship identification, sense of global community, and sense of global social responsibility. Our theory-based structural equation model highlighted a complex process leading from international friendship relationships through awareness about global issues and interdependency to a sense of global citizenship.

Keywords: *sense of global citizenship, international mobility, international friendship relationships, global awareness, sense of global community, sense of global social responsibility*

1. Introduction

The recognition of the increasing importance of globalization has drawn attention to the concept of global citizenship across various disciplines. In the present paper we focus on the concept of global citizenship from a psychological point of view. Following a social identity perspective, Reysen and Katzarska-Miller (2013a) argue that the membership in the global citizen group is *psychological in nature*. The importance of global citizenship from a psychological point of view is crucial given the future global challenges of humankind (e.g., climate change, pandemics, peace; for instance, see Batalha & Reynolds, 2012) that require cooperation, partnership, and sense of common destiny and responsibility at the global level. Indeed, when people perceive themselves to be global citizens, they tend to feel a psychological connection with all humans as ingroup

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members. According to Reysen and Katzarska-Miller's model of global citizenship (2013a; 2013b), the membership in the global citizen group was hypothesized to stimulate prosocial values (e.g., social justice, environmentalism) and behaviors (e.g., community service, attending cultural events, recycling) beyond identification with other superordinate and subgroup identities, intergroup empathy, valuing diversity, social justice, environmental sustainability, intergroup helping, and responsibility to act defined as an acceptance of a moral duty or obligation to act for the betterment of the world. Moreover, there is also evidence supporting the importance of global identification in terms of valuing the lives of ingroup and outgroup members equally, knowledge of global humanitarian concerns and choosing to learn about these concerns, and a willingness to contribute to international humanitarian relief (McFarland et al., 2012).

Despite its importance, it has not yet been possible to find an unambiguous definition of the concept of global citizenship, due to the different perspectives revolving around it and due to the alternative concepts of citizenship that have been developed, such as cosmopolitan or transnational citizenship (UNESCO, 2015). Nevertheless, UNESCO (2015, p. 16) has declared that global citizenship "does not relate to nation states or similar geographical and political units. It is rather about participation in a global community, about human identity, and solidarity, and about the validity and adherence to human rights on a global scale. It is proposed that certain rights and the condition of being human itself constitute stronger ties than being part of a nation."

2. Sense of global citizenship

The present paper investigates the sense of global citizenship (SGC) as a psychological dimension of global citizenship. In the psychological literature, different perspectives have attempted to describe and explain global human identification and citizenship, such as identification with the whole humankind and feeling of belonging to the global community (McFarland et al., 2019). This type of identification represents a consequence of the psychological maturation process. The individual would have an innate ability of caring for the well-being of others, which can vary depending on the closeness and the wideness of the group of others (Adler, 1927/1954). The relationships with the members of the closest group are different from those with members of the most distant group and the development of an inclusive superordinate group identity including the whole of humankind would not only be difficult but also necessary (Allport, 1958). According to this perspective, we would expect that identification with humankind represents the outcome of a mature identity formation process.

The social identity approach (Reicher et al., 2010) — and particularly social identity theory (Tajfel & Turner, 1979) and the self-categorization theory (Turner et al., 1987) — provides another perspective on global citizenship. Several studies have shown that individuals who perceive themselves as global citizens feel greater connection with others, leading them to identify as part of a group (McFarland et al., 2012; Reysen & Katzarska-Miller, 2013a). This represents a key aspect, not only for the definition of the personal self, but also for the creation of a social identity. Identification can arise from a lower level of abstraction, like the closest environment to the individual (such as the neighborhood or the city), until gradually reaching a higher level of abstraction, such as identification with one's own nation and even identification with the whole humankind (Reese et al. 2019).

Recently, it has been argued that social identities develop from the interaction and confrontation between distinct groups (Postmes et al., 2005; Thomas et al., 2012; Thomas et al., 2009). To increase cooperation among distinct groups, the individual must consider the features of the outgroup (Gaertner et al., 1993). However, according to some authors (de Rivera & Mahoney, 2018), a distinction must be made between identification with the humankind seen as a superordinate group and identification with the concrete and real community.

In 2013, Reysen and Katzarska-Miller identified a missing element to identification with humankind, that is valorization of diversity and multiculturalism. Furthermore, global identity would not necessarily imply the development of a social identity (de Rivera & Carson, 2015); it would rather be linked to the individual's awareness of being in a socio-emotional relationship, which includes both local and global community contexts (de Rivera & Mahoney, 2018). As such the individual primarily belongs to a community and the importance of relationships within the community turns out to be predominant compared to the cognitive component of categorization (de Rivera & Carson, 2015). Furthermore, according to this perspective, it is also possible to build a global community strengthening individuals' consciousness of being extremely connected with each other, as a motivation to become spokespersons on behalf of others, in a dynamic of mutual exchange (de Rivera & Mahoney, 2018). Therefore, it is important to consider not only global citizenship identification, but also the psychological sense of global community.

The concept of psychological sense of global community (Hackett et al., 2015; Malsch, 2005) inherits four components from the traditional definition of sense of community (McMillan & Chavis 1986): belonging, influence, integration and need satisfaction, shared emotional connection. The first element refers to the development of a common history and the usage of common symbols. Influence highlights the connection among individuals and the consequent impact of the community on the decisions of its members. Integration and need satisfaction refer to the positive consequences that the individual should experience as a member of a community. Lastly, shared emotional connection is built on members' relationships quality and their shared experiences of meaningful events. These aspects should be seen in the light of a definition of community as a process, expressing a sense of connection among people worldwide (Malsch, 2005), thus abandoning the idea of relationships that only exist in specific geographical contexts.

Furthermore, according to Macmurray (1983/1961), a sense of belonging to a community refers to a sense of mutual responsibility. In addition, the importance of the norms and values shared by members of a global community increases as a consequence of social responsibility (Berkowitz & Lutterman, 1968). The importance of a sense of community at the global level as well as of social responsibility is emphasized also by Francescato (2020) in her characterization of the concept of planetary sense of community. Specifically, Francescato (2020) characterized the concept of planetary sense of community as encompassing three main components: "feeling an affective sense of belonging to the planet earth, considering oneself primarily a citizen of the world and having a spiritual or ethical responsibility to protect the planet earth and all its living creatures" (p. 141). The third component highlights the role of social responsibility when referring to a sense of community at the global level. This leads to the concept of sense of community responsibility defined by Nowell and Boyd (2014) as a sense of individual responsibility toward the whole community's well-being, which is especially linked to commitment and cohesion within a community. The sense of community responsibility motivates individuals to adopt behaviors that are perceived by themselves as coherent and therefore reflecting their social identity (Prati et al., 2019). According to this perspective, sense of responsibility appears to be a salient aspect to explore within the community experience (Nowell & Boyd, 2014). Finally, we might mention the

position developed by Francescato (2020): A planetary sense of community is needed to address global issues such as climate change, discrimination, socioeconomic and power disparities.

Based on the considerations mentioned above, in the present paper, we argue that SGC concerns the perception of individuals that can be expressed through a major identification with being a global citizen and a sense of being part of the world community toward which one feels responsible. Community, unlike society, is not set up to reach definite goals (Macmurray, 1961/1991) neither does it imply specific contracts among individuals (Kirkpatrick, 1986); rather, it is based on the sharing of concerns and values of mutual help (de Rivera & Mahoney, 2018). In that regard, it is important to refer to sense of community (McMillan & Chavis, 1986), as being part of a community stimulates people to a greater cooperation and consideration of everyone's well-being. Indeed, Hackett et al. (2015) posited and found support for their hypothesis that psychological sense of global community predicts engagement in behaviors supportive of human rights in several domains and with diverse populations. The concept of psychological sense of global community extends previous conceptualizations of psychological sense of community to denote a boundless community consisting of all humanity in which the place is not the immediate geographical location but the world as a whole (Hackett et al., 2015; Malsch, 2005).

3. The role of international mobility and friendship relationships on the formation of sense of global citizenship

Several studies in Europe have shown the existence of an association between transnational mobility and proactive attitude and commitment toward the European Union (Mazzoni et al., 2017; Fligstein, 2008; Llurda et al., 2016; Roeder, 2011). Specifically, a study conducted by Mitchell (2012) highlights how the Erasmus experience is associated with a greater identification with being a European citizen. Furthermore, there is evidence that experiences of transnational mobility contribute to the formation of a sense of belonging to a community that goes beyond national borders (Favell & Guiraudon, 2009; Favell & Recchi, 2011; Recchi, 2014). Several positive effects of international mobility have been underlined in terms of tolerance and acceptance of others (Laubscher, 1994), cognitive commitment toward international cooperation (Gary et al., 2002; Nesdale & Todd, 1993), and academic engagement (Dolby, 2004, 2007; Hadis, 2005; Vande Berg, 2007).

Results from other studies on mobility in Europe have shown, however, that the experience of mobility is not always sufficient to foster a European identity; specifically, the experience of mobility abroad is important to the extent that positive interactions with people from different countries are developed and maintained (Prati et al., 2019). According to Allport (1954), in fact, experiencing meaningful contact between people from different groups can improve relationships between the groups and enhance the formation of a sense of community. In agreement with that, a study has shown that maintaining friendly relationships with people from different European countries predicted a stronger identification with being a European citizen (Prati et al., 2019). This research has also shown that friendship with people from different countries is a predictor of a greater sense of community that goes beyond national borders. Moreover, further research demonstrated that individuals with friendship relationships with people from different countries showed fewer preconceptions toward people of those nations (Pettigrew, 1997; Pettigrew & Meertens, 1995; Mazzoni et al., 2020). Therefore, transnational friendships may favor open

mindfulness and tolerance toward diversity, which are significant values for a democratic and free society, since they involve respect as human beings (Rapp, 2017). Mobility seems to bring to greater global awareness (Gammonley et al. 2007; Kitsantas, 2004; Langley & Breese, 2005; Pascarella & Terenzini, 2005; Salisbury & Pascarella, 2013; Williams, 2005) and global citizenship (Geelhoed et al., 2003; Wynveen et al., 2012). This effect has been reported also with friendship relationships: Intergroup contact seems to have a positive impact on awareness about cross-group differences (Stephan & Stephan, 1984). Hence, global awareness appears to be a key process associated with both international mobility and friendship relationships, as far as it affects the way people conceive the world and perceive themselves and their relationships with other people (Wynveen et al., 2012). However, empirical evidence on such an effect is still lacking.

4. Aims and hypotheses

The present study intends to contribute to the existing knowledge about global citizenship by studying its psychological dimension, that is sense of global citizenship. Specifically, we aimed to test a model describing (1) the process involved in the development of this psychological dimension and (2) the components of this psychological experience (i.e., identification as a global citizen, sense of global community, and sense of global social responsibility). Research evidence on the relationships among mobility, global identification, and sense of belonging to the global community is still lacking. Therefore, the purpose of the study was to investigate the relation of international mobility experiences to identification with global citizenship and to sense of global community and responsibility. We hypothesized that international mobility experiences would be positively associated with identification as a global citizen (H1) and with sense of global community and responsibility (H2).

Furthermore, little is known about the role of international friendship relationships in enhancing the sense of global identification and belonging, since this association has been tested only with reference to the European context. Thus, we decided to investigate the positive relation of international mobility experiences, and specifically the number and frequency of interactions, to identification as global citizens (H3) and to sense of belonging and responsibility toward the world community (H4).

Finally, we hypothesized that both international mobility and friendship relationships would be positively related to global awareness (H5 and H6, respectively) and that, in turn, global awareness would be positively related to identification as global citizens (H7) and to sense of global community and responsibility (H8). Therefore, based on our conceptual model, global awareness would be considered as an intermediate variable in this process.

5. Methodology

5.1 Measures

An online self-report questionnaire was used to collect the data, developed using Qualtrics software. The questionnaire was anonymous, and its completion required about 30 minutes. Besides the first section (dedicated to the informed consent), the subsequent section aimed to

gather sociodemographic data (gender, nationality, socioeconomic background). The third section was aimed at assessing the following variables.

International mobility experiences were investigated through the following question: “In the last 3 years... How many times have you visited other countries for less than 15 days” (*never, once, 2-4 times, 5 times or more*). International friendship relationships were examined with two questions. First, we asked if they had friends from other countries (*no one, one, several, half of them, most of them*). Second, we asked to report the frequency by which participants usually get in contact with them or meet each other (*rarely, occasionally, often, everyday*). For the purpose of subsequent analyses, an index of international friendship relationships was computed by averaging across the two items ($r = .43$).

Global awareness was measured using a subscale from the Antecedents and outcomes of global citizenship scale of Reysen and Katzarska-Miller (2013a; 2013b) composed by four items (e.g., “I believe that I am connected to people in other countries, and my actions can affect them” and “I try to stay informed about current issues that impact international relations”), measured on a 7-point Likert scale (from 1 = *Strongly disagree* to 7 = *Strongly agree*).

Global citizenship identification was measured using a subscale from the Antecedents and outcomes of global citizenship scale of Reysen, Katzarska-Miller, (2013a; 2013b) and is composed by two items: “I would describe myself as a global citizen” and “I identify with global citizens” measured on a 7-point Likert scale (from 1 = *Strongly disagree* to 7 = *Strongly agree*).

Sense of global community was measured using the 11-item scale developed by Malsch (2005). This scale was meant to measure the dimensions of Sense of Community (McMillan & Chavis, 1986) with reference to the global community: membership (e.g., “I feel a sense of belonging to a human or world community, one that extends beyond where I live and includes more than just people I know”), need fulfillment (e.g., “At the end of the day, all people living in the world want the same things”), influence (e.g., “People’s actions can affect others in the world, whether directly or indirectly”) and shared emotional connection (e.g., “I feel a sense of connection to people all over the world, even if I don’t know them personally”). Responses were provided on a 7-point Likert scale (from 1 = *Strongly disagree* to 7 = *Strongly agree*).

Global sense of social responsibility was measured using the 4-item scale developed by Malsch (2005). Response alternatives were provided on a range that goes from 1 = *Strongly disagree* to 7 = *Strongly agree* (e.g., “We all have the responsibility to ensure the dignity and justice for all people living in the world” and “I feel a responsibility to contribute to improve the welfare of all people in need”).

5.2 Procedure

The research was approved by the ethics committee of Bologna University in December 2019. The Questionnaire was introduced through a YouTube video, presenting the main topics of research. Students were reached out thanks to the support of the University offices, who sent an email to the students containing information regarding the research, the link to the presentation video and the direct link to the questionnaire. After some weeks, a reminder was also sent.

Moreover, professors were contacted via email and proposed to distribute the presentation video and the questionnaire during their lessons on Microsoft Teams. It was possible to reach students from different degree courses: Psychology, Agriculture, Veterinary medicine, Sociology, Electronic and Telecommunication Engineering, International Relations and Diplomatic Affairs,

Electronics Engineering for Energy and Information, Computer Engineering, Food Technology. Questionnaire distribution began in April 2020 and ended in May 2020.

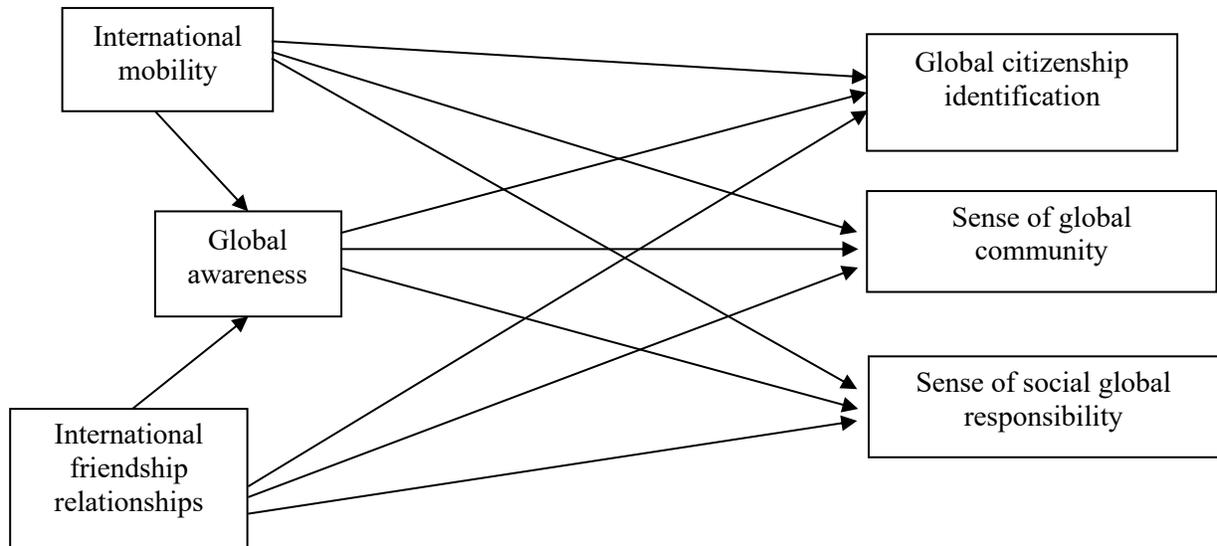


Figure 1. Conceptual model of international mobility and international friendship relationships

5.3 *Sample*

A total of 290 questionnaires were collected; after a first screening 74 questionnaires were excluded because responses were incomplete, thereby the ultimate sample was formed by 216 students, 32.4% of whom were male, while 67.1% were female; the average age of the sample was 21.31 ($SD = 2.97$).

Most of the students were Italian (90.3%) and a small percentage had other nationalities (4.2%), in particular Albanian (0.5%), Romanian (0.5%), Senegalese (0.5%) and Tunisian (1.4%). Lastly, 5.6% of the students has a double citizenship. Most represented Countries were in Europe and South American areas. Students with non-Italian or double citizenship were asked how long they had been living in Italy and 7.4% of them replied for more than ten years, 0.9% from five to ten years and 1.4% for less than five years.

5.4 *Data Analysis*

Missing data analysis revealed that the proportion of missing data was very small (i.e., < 2%). Therefore, we used pairwise deletion (Newman, 2014). Cronbach's alpha was calculated for the scales of sense of global community, sense of global social responsibility and global awareness, while Pearson's r was used for global citizenship identification and international friendship relationships; Pearson's r was also used to assess correlations among all measures. Furthermore, a structural equation model of international mobility and international friendship relationships was performed to test the hypotheses. Specifically, to test our hypotheses, we employed Mplus 7.4. As there was some doubt whether our variables can be considered ordinal-scaled or interval-scaled,

we used a mean and variance adjusted weighted least squares estimation method (WLSMV). Based on the relevant statistical literature (Hu & Bentler, 1999; Kline, 2011), we evaluated the overall fit of the model considering the Root Mean Square Error of Approximation (RMSEA < 0.08), the Comparative fit index (CFI > 0.90), and Tucker–Lewis Index (TLI > .90).

5.5 Results

Table 1 reports the data concerning international mobility experiences and international friendship relationships. Table 2 shows means, standard deviations, and internal consistency of the scales (Cronbach’s alpha); all scores are above the average. The table also shows descriptive statistics of international mobility and international friendship relationships. It is possible to observe a positive correlation among the indicators of global citizenship, and between such indicators and global awareness.

Table 1. Results concerning international mobility experiences and international friendship relationships

	<i>f</i>	%
International mobility experiences		
Never	18	8.3
Once	23	10.6
2-4 times	94	43.5
5 times or more	81	37.5
Relationships with people from other countries		
No one	70	32.4
One	38	17.6
Several	91	42.1
Half of them	10	4.6
Most of them	7	3.2
Frequency by which participants get in contact with them or meet each other		
Rarely	52	35.6
Occasionally	65	44.5
Often	25	17.1
Everyday	4	2.7

Figure 2 reports a structural equation model of international mobility and international friendship relationships. The fit of the model was acceptable, $\chi^2(217) = 469.791$, $p < .001$, CFI = .93, TLI = .92, RMSEA = .073. Results revealed that international friendship relationships are positively associated with global awareness. Moreover, global awareness was positively associated with global citizenship identification, sense of global community, and sense of global social responsibility. All remaining hypothesized paths were not significant.

Table 2. Descriptive statistics and correlations among the variables

	1.	2.	3.	4.	5.	6.
1. GCI	—					
2. SOGC	.49**	—				
3. SGSR	.41**	.59**	—			
4. GA	.51**	.36**	.44**	—		
5. IM	.16*	.10	.09	.17*	—	
6. IFR	.37**	.27**	.25**	.26**	.13	—
<i>M</i>	4.76	3.54	4.37	4.88	—	—
<i>SD</i>	1.62	0.57	0.71	1.27	—	—
<i>α</i>	—	.69	.81	.62	—	—
<i>r</i>	.80	—	—	—	—	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$. GCI = global citizenship Identification; SGSR = sense of global Social Responsibility; SOGC = sense of global Community; GA = global awareness; IM= international mobility; IFR = International Friendship Relationships

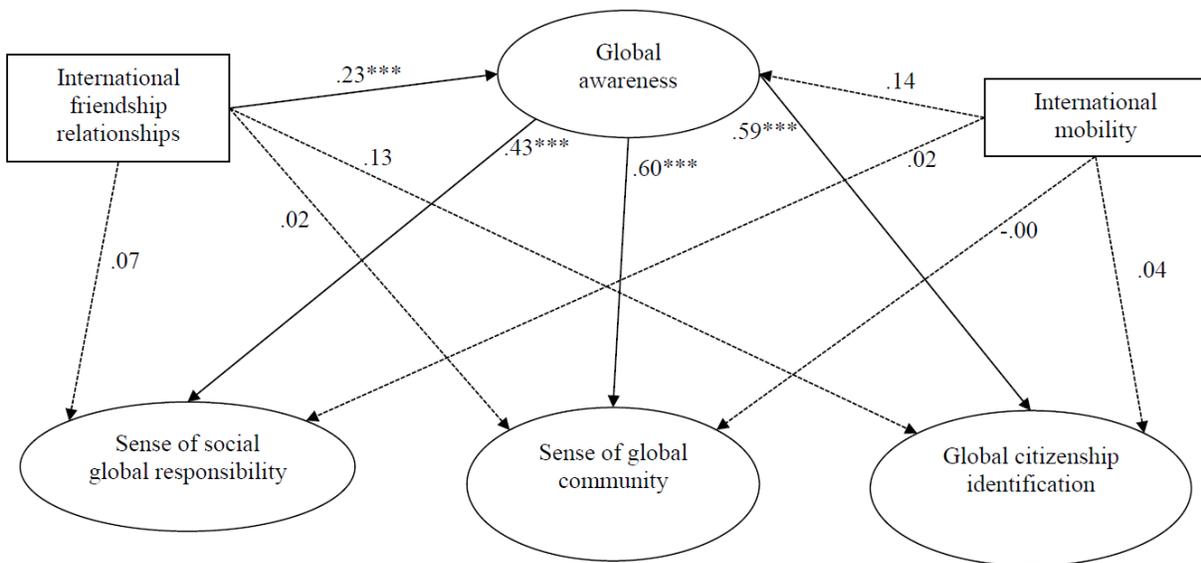


Figure 2. Structural Equation Model of International mobility and International Friendship Relationships

Note. * $p < .05$, ** $p < .01$, *** $p < .001$. $\chi^2(217) = 469.791$, $p < .001$, CFI= .93, TLI = .92, RMSEA = .073. Path coefficients are standardized; dotted lines represent non-significant pathways.

6. Discussion and conclusion

The study aimed to investigate the relationships among international mobility, international friendship relationships, identification as global citizens, and feeling of being connected and responsible for the world community. Consistent with Hypothesis 6, results showed that friendship relationships in a global context were significantly associated with global awareness. Thus, students who have experienced more relationships and who have been more in contact with people across the world community were also more aware of being interconnected with others and informed about global issues.

Consistently with Reysen and Katzarska-Miller's model of global citizenship (2013a), global awareness was associated with global citizenship; as matter of fact, as we hypothesized (H7 and H8), results revealed that global awareness was related to all the dimensions of sense of global citizenship considered in our study (global citizenship identification, sense of global community and responsibility). Therefore, students who are more aware of being extremely interconnected with each other and who are more informed about global issues, also identified themselves more as a citizen of the world feeling a sense of connection, belonging and responsibility among the community they feel to be part of. That goes in line with de Rivera and Mahoney's (2018) argument about the possibility of building a global community by strengthening individual's global awareness, as a motivation to become spokespersons on behalf of others.

The role of global awareness as an antecedent of global identification has already received robust confirmation in previous investigations (e.g., McFarland et al., 2019; Reysen & Katzarska-Miller, 2013a). Nonetheless, the association between global awareness and psychological sense of community has not been extensively investigated in prior studies. The findings of the present study suggest that experiencing global awareness could be relevant also for the development of a sense of global community and responsibility. We thereby extend prior knowledge by suggesting that not only global awareness could be considered an antecedent of greater endorsement of several prosocial values (e.g., social justice and responsibility to act) and global citizenship identification, but also of the perception of similarity and interdependence with all humanity, a feeling that world citizens have of belonging to the same community, and a feeling of personal responsibility for the individual and collective well-being for all humanity. In other words: Being aware of one's connection with others in the world (i.e., global awareness) is associated with feeling of being part of the global community (i.e., sense of global community and responsibility). To our knowledge, this is the first study to show that global awareness is associated with both a psychological sense of global community and a global sense of social responsibility. Our results thus fill a gap in prior research on global citizenship by developing a model including a psychological sense of global community. While previous conceptualizations of psychological sense of global community (de Rivera, & Mahoney, 2018; Hackett, Omoto, & Matthews, 2015; Malsch, 2005) were derived from the traditional definition of sense of community (McMillan & Chavis 1986), in the present study we extend previous research by showing that both the traditional concept of sense of community as well as the concept of sense of community responsibility (Nowell & Boyd, 2014) are important and relevant when understanding the psychological sense of global community.

As being members of a community stimulates cognitive, affective, behavioral, and interpersonal outcomes regarding the community, feeling part of a global community should promote similar processes aimed at benefiting all humanity. Consistent with these premises, the psychological sense of global community was found to predict human rights concerns and

behaviors (Hackett et al., 2015). Therefore, we argue that the psychological sense of global community has the potential to prove beneficial for future global challenges of humankind and should be included in the conceptualization of global citizenship.

Contrary to Hypotheses 3 and 4, international mobility experiences were not associated with a sense of global citizenship and a sense of belonging and responsibility toward the world community. These findings seem to suggest that mobility experiences per se might not be sufficient to stimulate global citizenship identification, sense of global community, and sense of global social responsibility. This conclusion is consistent with the findings of a previous study in a European context which showed that contacts with people from different countries resulting in positive interactions and non-superficial relationships among European countries longitudinally predicted a European identity (Prati et al., 2019). This perspective underlines the importance of relationships' quality in enhancing not only a better identification as global citizens, but also a stronger sense of community and responsibility toward people all around the world, a process that goes through a greater awareness about the strong link between our own actions and the consequences that they may have on life of others in the world and the way around. Therefore, building significant relationships with people from other countries may also be the key to strengthening the desire of being more aware about historical and current events in other countries and improving identification with a borderless community toward which being active and responsible for. This perspective may explain why international mobility did not have any effect on global awareness and sense of global citizenship (H1, H2, and H5). Future studies should focus on the potential effect of quality of international friendships rather than of mobility experiences per se.

Nonetheless, some limitations of the study should be considered. In particular, we measured international mobility through a question about traveling abroad for different reasons, and most of the students answered that they have been abroad for short term leisure purposes. It would be important to examine the impact of more structured travel experience abroad, such as engagement in exchange student programs, with a major focus on the quality of interactions and relationships with people of the host country. Furthermore, the sample of this study is small and non-representative. Future studies with larger and representative samples are needed to confirm the relationships. Finally, the cross-sectional design of the present study prevents inferences about the direction of causality between the constructs.

Despite the limitations of the research design, to date, this is the first study that tested a theory-based structural equation model to identify a complex process leading from international friendship relationships through awareness about global issues and interdependency to a sense of global citizenship. We believe the current data support the idea that global awareness is a key variable when it comes to the development of a sense of global citizenship. Moreover, as global awareness was associated with both global citizenship identification and psychological sense of global community, we argue that the conceptualization of global citizenship should also include the psychological sense of global community. Finally, we claim that the psychological sense of global community should encompass both the traditional concept of sense of community (McMillan & Chavis, 1986) as well as the concept of sense of community responsibility (Nowell & Boyd, 2014).

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